

APPENDIX B

QUALITY INDICATORS FOR THE INCLUSIVE CONCURRENT ENROLLMENT PARTNERSHIP PROGRAMS GRANT

This document should be used as a template for working collaboratively to develop the participation framework that will allow students with severe disabilities to participate in inclusive college courses, in the student life of the college, and in community-based, competitive integrated employment opportunities.

A. ADMINISTRATION

Agreement - There is evidence of an agreement, such as business letters or a Memorandum of Understanding (MOU) between the collaborating entities that outlines the program design and designated roles and responsibilities (e.g., institute of higher education, local school systems, Community Rehabilitation Providers).

Partnership Leadership Team - This team should be formalized and meet on a regular basis to discuss the policies, practices and procedures necessary to implement and sustain inclusive concurrent enrollment. Members of this team should include leaders from the IHE and LEAs, and representatives from adult service agencies, employers and family members. This group will oversee the development, implementation and ongoing evaluation of the participation framework in order to facilitate the transition from high school into adult life and to sustain the ICE initiative. The Partnership Leadership Team should create policies, practices and procedures to facilitate ongoing inclusion of new LEAs. These procedures must include details on how the parent of a student who may be appropriate for ICE should approach their LEA to request an opportunity to participate.

Project Staffing - There is dedicated staff or clearly delineated position(s) authorized to coordinate student services, monitor logistics and planning, and implement other administrative duties (e.g., interagency team meetings, person centered planning, data collection, problem solving, outreach to families, evaluation). **See Key Roles below.**

Professional Development - College faculty, disability support personnel, and other rehabilitation professionals are provided professional development on Universal Design principles and strategies and other related topics that they integrate into their courses (e.g., accessible syllabi, varied instructional and assessment strategies).

Advisory Committee – An interagency group that includes representatives from disability specific agencies and workforce development providers, school personnel, college personnel, families, and students is developed that will evaluate the provision of services and student outcomes as well as the partnerships that support those experiences.

B. POLICIES AND PRACTICES

Person Centered Planning – Person centered planning is used to identify and address student goals (e.g., career, courses, social or personal development), and support needs, including natural supports, prior to entering post-secondary education and annually thereafter.

Student Specific Career Goals – Specified career goals for individual students are set and are based upon their post-secondary plans and are measurable and outcome based.

Student Participation Expectations – Students participating in the program adhere to the academic schedule and the code of conduct set forth by the college for all students.

Family Engagement – Family members are engaged with the program to ensure that their child is able to navigate the postsecondary, employment, and adult community environments to which they are transitioning (e.g., transportation, benefits planning, housing, college requirements, and state agency supports).

Inclusive Practices – Inclusive practices are created and implemented that support student course access and address requirements such as placement tests (ability to benefit testing) and prerequisites.

Evaluation Data - Data are compiled and reviewed annually to measure program outcomes and identify needed changes (e.g., college course participation, student course completion rates, employment, self-determination skill acquisition, exit and follow up data).

C. STUDENT ACTIVITIES

Direct Services - All instruction, services, and supports are responsive to individual student needs and are provided in integrated college and/or community settings.

Inclusive Student Participation - The college offers enrollment to students in both credit and non-credit courses with necessary supports and accommodations (e.g., education coach, assistive technology).

Integrated Employment Opportunities - All employment experiences (e.g., community service, internships, volunteer, job sampling/shadow) have specific short term objectives based upon meeting students' specified career goals, are time-limited, and are similar/equal to internships and service learning experiences of students without disabilities.

Community Involvement - Students are provided the opportunity to make meaningful connections with peers, mentors/a caring adult at college or in the community.

Integrated Competitive Employment - Students are supported to seek and sustain integrated competitive employment related to their career goal as soon as possible (e.g., within the first year).

Life of the College - Students' schedules include participation in inclusive campus activities such as clubs, use of athletic facilities, student center, community service, fraternities, sororities, and other generic college social activities.

Self-Determination Skills - Students are supported in developing and monitoring crucial self-determination skills including problem solving, goal setting, self-initiating, and self-knowledge.

D. STUDENT OUTCOMES

Adult Service Connections - Students exit with competitive work related to their career goal and are connected with the adult systems and long-term services that sustain their current level of integrated employment.

Self-Determination Skills - Students exit with self-determination skills that enable them to articulate their support needs in all major life domains (e.g., work, college, community).

Community Involvement - Upon exit, students know how to access adult learning opportunities both at college and in the community (e.g., the college registration process, available supports via college disability service offices, public transportation, and adult community education programs).

KEY ROLES

Employment Specialist - Each proposal must include an individual qualified to perform the duties of the Employment Specialist, who will serve as the career and job development specialist for the partnership. The Employment Specialist will: consult with students, teachers and college staff on connecting students' college and personal goals with employment goals; develop collaborative relationships with college and community workforce departments; provide consultation to members who are seeking to establish agreements with community rehabilitation providers; assist students to obtain and maintain quality work that is defined as individualized, authentic, and community-based, paid employment that is consistent with their vocational goals; and evaluate student progress using the Massachusetts Work-Based Learning Plan.

Institution of Higher Education (IHE) Program Implementation Specialist - The individual in this role will work to ensure that the identified IHE faculty has the necessary skills and supports to accommodate the diverse needs of the students participating in the program. He/she will act as the IHE liaison to the participating high schools. Through this grant program, he/she will continue to receive training and technical assistance in promising practices related to transition that support improved post-school outcomes for youth with disabilities, including:

1. youth development;
2. person-centered planning;
3. strategies to promote access to post-secondary education; and
4. career development and competitive employment.

The Specialist is responsible for convening Partnership Leadership Team meetings for planning and problem solving.

High School Liaison – The individual in this role will work directly with students participating in this program and must be easily accessible and mobile. The High School Liaison will serve as the primary support to the students and will consult with the IHE faculty in designing instruction and modifying assignments. This individual will work with families of students participating in the grant program. Through this grant program, he/she will receive training in promising practices related to transition that support improved post-school outcomes for youth with disabilities, including:

1. youth development;
2. person-centered planning;
3. strategies to promote access to post-secondary education; and
4. career development and competitive employment.

The Liaison is responsible for convening or attending meetings with partners from participating high schools to discuss individual student needs.

Educational Coach – An Educational Coach in an institution of higher education performs similar duties to a paraprofessional in a K-12 school district. These duties will differ depending on the needs of the participating students and may include direct or indirect services (e.g., tutoring, assistance with connecting to the disability support office, homework, classroom support, supporting students in extracurricular and nonacademic activities, promoting participation in student life of the college community, supporting community-based employment). The Educational Coach will receive training in promising practices related to transition that support improved post-school outcomes for youth with disabilities, including:

1. youth development;
2. person-centered planning;
3. strategies to promote access to post-secondary education; and
4. career development and employment.

Parent Consultant – This individual provides outreach to families to ensure maximum family participation. The Parent Consultant will work to assist families in understanding how to navigate the post-secondary education system and how it is different from the K-12 system.

Youth Leader – This individual provides outreach and recruitment, peer support, leadership development, and advocacy training to students participating in the program. Ideally, the Youth Leader should be a young adult and able to work with participating students so that they are fully engaged in the academic and campus life of the school.